

# Ucluelet Elementary School Growth Plan 2024/2025



Mr. Cameron Fraser, Principal and Ms. Carly Green, Vice-Principal

## Land Statement

*Ucluelet Elementary School is located on the traditional territory of the Yuułu?it?ath. Our school community works alongside our greater community, including all Nuučaanuł Nations, other Turtle Island Nations and the Métis Nation of British Columbia to support the ongoing growth and development of children and youth within the Alberni-Clayoquot region.*

*The district strives to increase awareness, understanding and integration of Nuučaanuł culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.*

## A Collaborative School Plan – A Living Document

The Ucluelet Elementary School (UES) staff, consisting of UES teachers, educational assistants and school administrators, worked as a collective with the intention of shaping the school plan and goals for the 2024/2025 school year. The whole-school team came together with a commitment to working together as a team to support all students under our care. We utilized the Spiral of Inquiry (Timperley, Kaser and Halbert, 2014) to identify student needs and establish our school goals for the year.

The team worked through the first two stages of the Spiral of Inquiry by focusing on two main questions:

1. *What is going on for our learners?* and
2. *Where will concentrating our energies make the most difference?*

Through these two processes, our whole-school team identified three areas for growth in the 2024/2025 school year:

1. Operations and teaming growth,
2. Whole-school community development, and
3. Increased student success in literacy and numeracy.

Ongoing application of the Spiral of Inquiry will support our team as we strive for continued improvement in teaming, teaching, student support and learning. The Spiral of Inquiry will guide us as we continue to check in, adjust and refine the goals and strategies outlined within this school plan.

### Reference:

Timperley, H., Kaser, L., & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Centre for Strategic Education.

## Our School Story

### **What are the unique, positive characteristics that we celebrate in our school/community?**

Ucluelet Elementary School is located on the wild west coast of Canada, in the village of Ucluelet, on the traditional territories of the Yuułuʔiłʔatḥ. Yuułuʔiłʔatḥ means 'people of the safe/calm harbor', or historically, "Dwellers of the protected place inside". The town of Ucluelet and surrounding communities of *Nuučaanuł* Nations, provide a sacred and protected place to be in community and raise children. The Pacific Rim can be considered one of the world's most astounding natural environments, with its amazing natural wonders and resources, it is obvious why the Yuułuʔiłʔatḥ have dwelled in this place for time immemorial, why settlers continue to arrive and stay in this sacred land.

The Pacific Rim draws and retains settlers, tourists and those that have called this area home for generations upon generations. The ocean provides livelihood for fisherman and canneries, as well as eco-tourism. Outdoors enthusiasts surf, kayak, hike, camp, bike and beachcomb the magnificent natural environment. Hearty people call this area home, choosing to live, work, and raise children on the edge of Turtle Island and the vast Pacific Ocean.

Ucluelet Elementary School (UES) has a population of 237 students and close to 30 staff. UES's Code of Conduct outlines the indigenous principles that guide us, and that we are deeply proud of. Please see the UES Code of Conduct on the next page (page 3).

UES is committed to the Principles of 21<sup>st</sup> Century Learning and the Core Curricular Competencies. We have a dedicated collection of skilled and caring teachers, educational assistants, and administrative officers focused on the best interests of children. As a whole-school team, we pride ourselves on being heart-centered adults purposefully guiding learning and development for our community of learners.

Our team is deeply committed to Truth, Reconciliation and right action. We strive to explore ways to embrace, continue to learn and integrate First Peoples Learning Principles, traditional knowledge, and *Nuučaanuł* language. This is an ongoing process, requiring continued development of community connections, including work with Yuułuʔiłʔatḥ and other partnering nations.

Code of Conduct, Ucluelet Elementary School, 2024

**ʔuʔaatak**  
Taking care of

**hupicstat**  
Helping each other

**hačatakma čawaak**  
Everything is one

**ʔiisaak**  
Respecting It

**I**nstill: everyone has value  
**N**urture: relationship and belonging  
**C**onnection: to the land and community  
**L**isten: intently and respectfully  
**U**nique: you are valuable  
**D**iversity: everyone is welcome here  
**E**mpathy: for yourself and others

**Ucluelet**  
**Elementary School**

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### **What are the important demographics of our school and community?**

Ucluelet Elementary School is blessed to have students and family from a rich and diverse origin. Ucluelet Elementary School is located on the traditional territories of the Yuułuṭiḥʔath (Ucluelet First Nation), who as part of the larger collective known as the Nuučaanuł Nations, have co-existed in this biosphere for time immemorial. A larger proportion of our school population can be considered “settlers” to this land and represent a great range of cultural backgrounds from around the world. A significant number of non-indigenous families have lived in the town of Ucluelet for multiple generations and consider this their true home. Many people choose to move to this region and adopt Ucluelet as their community, settling for years or a lifetime. Our school typically receives multiple inquiries each school year regarding potential placement, including receiving families immigrating from other countries.

Thirty percent of our school population identify as First Nations and Metis, including families identifying as *yuułuṭiḥʔath*, *cišaaʔath*, *huupačasʔath*, *hiškʷiiʔath* and *huuṣiiʔath*, as well as from Heiltsuk, Lillooet, Chemainus, Sechelt, and Westbank nations. We also have families who identify as Fijian, South Asian, Russian, Ukrainian, Asian, Latino, Filipino, and Eastern European. These aforementioned identified origins, along with the resident population of indigenous and non-indigenous families, represents a rich tapestry of culture which our students bring to their understanding of their place and learning about themselves, each other, their community and the greater world. UES also has several students and families that identify as LGBTQ+, families that we actively welcome and include as part of the fabric of our school community.

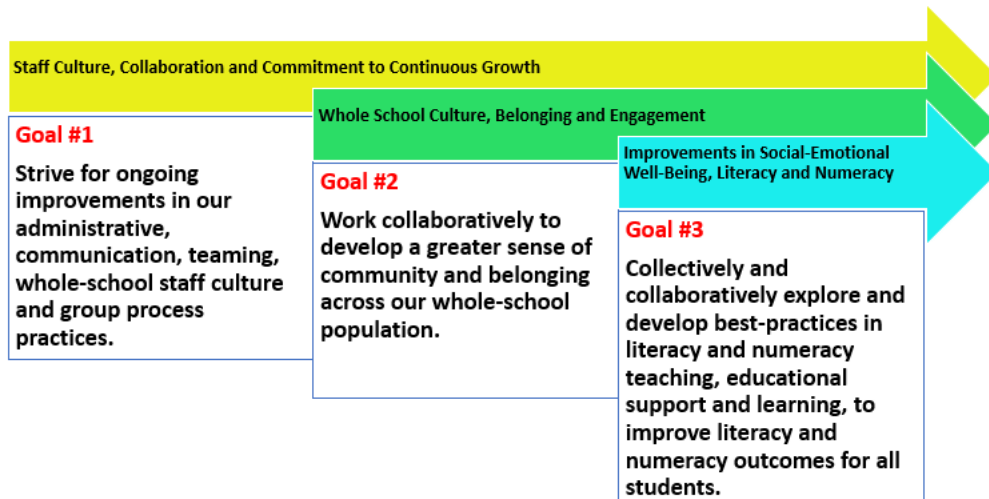
At the start of the 2024/2025 school year, UES had a population of 237 students, with 16 students with active Individual Education Plans (IEPs) and 9 students identified as English Language Learners (ELL). Our school is led by a Principal and Vice-Principal team, 15 teachers, 5 educational assistants, and is supported by an Administrative Secretary, school counsellor, Yuułuṭiḥʔath teacher, Yuułuṭiḥʔath elder, and custodian. As of the publishing of the School Plan at the end of September 2024, UES is actively seeking to hire an Indigenous Support Worker to assist with supporting our indigenous students, *Nuučaanuł* language programs, and general integration of First Peoples principles into our school culture and practices.

## Our School Goals

### Goal #1 – Concerted Effort to Continue Development of Whole-School Culture and Operations

**As a whole-school team, we will strive for ongoing improvements in our staff culture, as well as administrative, communication, teaming, and group process practices.** We strive to apply a combination of novel, creative and research-based best-practices to guide our work together as we explore improvements in the work culture, and especially in regarding to teaching, educational assistance and learning. The way we work together and the processes we apply are foundational to our other school goals and will support our realization of these goals.

It is asserted that the relationships between and level of coordination amongst the group of adults within the school, or “whole school team”, will be the single-most determinant of success in achieving any and all school goals. Further, it is essential to engage in best-practices for organizing, facilitating and problem-solving, as the public education and school system is both a highly complicated and highly complex system. The fields of Organization Design and Development (ODD) and Organizational Behaviour are excellent sources for research-based best-practices that enable ongoing operational development and continued nurturing of the whole-school staff team and whole school culture. ODD’s complexity theories and practices are particularly pertinent for finding novel and creative solutions within an incredibly complex system, especially supporting organizational practices that allow for exploration of novel and creative solutions to complex problems.



## School Goals, Continued...

### **Goal #2 – Solutions to Complex Problems Affecting Our Entire School Community, Including Priority Groups**

**As a whole-school team, we will work collaboratively to develop a greater sense of community and belonging across our whole-school population.** We will use our new Code of Conduct, which is based on First Peoples Learning Principles and local knowledge, to create guided learning opportunities focused on deeply understanding and living our school Code of Conduct. We will work as a team to create experiences that develop a sense of school community and a sense of belonging through a variety of small-group, cross-classroom and whole-school learning experiences.

Our team acknowledges the importance of supporting the School District's identified priority groups, as well as the learning and development needs of the whole school community. Our school community, and particularly our First Nations students, have recently experienced significant loss of close family and loved ones. All of our students were greatly affected by the Covid 19 pandemic, particularly their mental health and wellness, but also in their development of pro-social behavior. We will strive to support a culture of honoring and allowing for grief, as well as developing the personal and social skills to manage with trauma, have healthy relationships, and effectively work and collaborate with others. We understand that a greater sense of connection and belonging will support student attendance, engagement, and improvements in literacy and numeracy outcomes.

### **Goal #3 – Collaborative Exploration and Learning for Best Practices in Literacy and Numeracy**

**As a whole-school team, we will collectively and collaboratively explore best-practices in literacy and numeracy teaching and learning, with the intention to improve literacy and numeracy outcomes for all students, including SD70 Priority Groups.** Best-practices in literacy and numeracy teaching and educational support involve continuous exploration and learning. A continuum-of-learning-approach will meet learners where they are at in their individual learning journeys, as they develop as literate and numerate citizens. Our team will best meet the needs of our students by working together, to share our individual expertise, gifts and accumulated best-practices, to share our challenges and successes, and support each other to continue to evolve our practices as teachers and educational assistants. By working together, we can identify and support best-practices in literacy and numeracy development, as well as realize novel and creative solutions to complex problems related to the delivery of effective programs. We will track our students' growth, use best practices, and find novel solutions toward supporting improvements in literacy and numeracy for our entire school population, especially SD70 Priority Groups.

## Data/Evidence

Ucluelet Elementary School (UES) uses data collected through Pacific Rim School District (SD70) district assessments, including Coast Mountain Numeracy, PM Benchmarks, Reading Assessment Grades 4-7 and Grade Wide Writes, FSAs and Student Learning Surveys.

*The data from the Student Learning Surveys indicates that there is room for improvement concerning UES students feeling welcome, respected and having a sense of belonging, as well as liking school and being safe from bullying, stress and anxiety.*

### Ucluelet Elementary 2023/2024 Student Learning Survey Results (Guiding Goal #2)

Q: “Do you feel welcome at your school?” (Belonging subsection)		Q: “Do you like school?” (Belonging subsection)	
<b>Grade 4</b>	<b>Grade 7</b>	<b>Grade 4</b>	<b>Grade 7</b>
84% (yes)	56% (yes)	70% (yes)	44% (yes)
Q: “Is school a place where you feel like you belong?” (Belonging subsection)		Q: “Have you ever felt bullied at school?” (Bullying subsection)	
<b>Grade 4</b>	<b>Grade 7</b>	<b>Grade 4</b>	<b>Grade 7</b>
68% (yes)	22% (yes)	60% (yes)	62% (yes)
Q: “Do you feel safe at school?” (Safety subsection)		Q: “Does school make you feel stressed or anxious?” (Mental Health subsection)	
<b>Grade 4</b>	<b>Grade 7</b>	<b>Grade 4</b>	<b>Grade 7</b>
65% (yes)	67% (yes)	58% (yes)	33% (yes)
Q: “Students treat each other with respect, even if they are not friends?” (‘Other’ subsection)		Q: “I take responsibility for my actions and I do not give others credit or blame for what I do.” (‘Other’ subsection)	
<b>Grade 4</b>	<b>Grade 7</b>	<b>Grade 4</b>	<b>Grade 7</b>
39% (yes)	Question not asked	70% (yes)	56% (yes)

*The data from the UES reading, writing and numeracy assessments indicates that there is room for improvement in the literacy and numeracy levels of our students. Practices in data collection have evolved over the last few years at UES and in SD70. We look forward to collecting more data this fall, which will support the school with having a stronger understanding of ‘Where our learners are at’ (Spiral of Inquiry, phase 1) and ‘Where our energies [and programs] will make the most difference’ (Spiral of Inquiry, phase 2), as well as assess the efficacy of our efforts (Spiral of Inquiry, phase 6).*

### Ucluelet Elementary Literacy Data (Guiding Goal #3)

PM Benchmark Reading Data, Grades 1-3, Spring 2024			
Beginning 39%	Developing 8%	Applying 18%	Extending 34%
Reading, Grades 4-7, Spring 2024			
Emerging 7%	Developing 49%	Proficient 44%	
GWW Data, Grades 1-7, Spring 2024			
Emerging 15%	Developing 46%	Proficient 39%	

### Ucluelet Elementary Numeracy Data (Guiding Goal #3)

Island Numeracy Assessment, Grades 4-7, Fall 2022				
	Emerging	Developing	Proficient	
Grade 1	25%	36%	40%	
Grade 2	54%	44%	2%	
	Emerging	Developing	Proficient	Extending
Grade 3	23%	23%	42%	13%
Grade 4	50%	17%	14%	18%
Grade 5	31%	49%	25%	4%
	Emerging	Developing	Proficient	
Grade 6	38%	44%	18%	
Grade 7	43%	24%	33%	